

DOCUMENT RESUME

ED 076 064

FL 003 754

AUTHOR McCulloch, John J. B., Ed.
TITLE English around the World, Number 7.
INSTITUTION English-Speaking Union of the U. S., New York, N. Y.
PUB DATE Nov 72
NOTE 8p.
EDRS PRICE MF-\$0.65 HC-\$3.29
DESCRIPTORS *English (Second Language); Language Development;
*Language Instruction; *Language Role; *Newsletters;
Second Language Learning; Status

ABSTRACT

This newsletter continues to report on the use and instruction of English throughout the world. Articles here concern the status and role of English in Zaire, Portugal, Taiwan, Israel, Tanzania, and Burundi. One report discusses the work and scope of the Center for English Language Research and Teaching in Beirut; another article reports on several projects in Australia dealing with teaching English to migrants. (VM)

FORM 8510

PRINTED IN U.S.A.

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A publication of The English-Speaking Union of the United States
16 East 69th Street, New York, N.Y. 10021

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ZAIRE - A UNIQUE CASE

by PETER G. HYDE

Director English-Language Centre, Kinshasa

Everyone likes to tell you, especially the Belgians, that the Belgian Congo (now called Zaire) is unique, thus suggesting that only those with long personal experience there can even hope to appreciate this uniqueness and that it is hopeless, indeed impertinent, of other foreigners, especially English-speaking ones, even to try. One instinctively replies to this oft-repeated claim that of course the Congo is unique in as much as any country is unique—no more—no less.

Yet perhaps I am about to repeat the same claim once again when I say that the Republic of Zaire, as far as language is concerned, is in fact unique in Africa and especially in French-speaking Africa. Up to independence the official language in the Congo was, as it still is, French and this has always been the language of administration, commerce and education. Yet the majority of the Belgians who lived and worked in the Congo and especially those who served in the colonial administration, were Flamands whose first language was not French but Flemish. So one had the strange situation where the official language of the territory was not in fact the mother tongue of even the majority of the "colons."

This important fact explains why in the Congo the use of French, while accepted as a means of communication and instruction, never had the cultural overtones as in other parts of French Africa. Compared to the colonies ruled by France where the French made a determined, sustained and not altogether unsuccessful effort to imbue the people with the culture and traditions of France and to awe them with "la gloire française," French in the Congo was used for much more limited, practical, mundane purposes.

It had always been Belgian colonial policy to keep the Congo a closed shop for Belgian trade, investment and influence and so they certainly had very little interest in encouraging English, in fact Flemish was taught in the schools as the official second language.

After independence in 1960 however, the situation

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BEIRUT, A CENTER FOR ENGLISH LANGUAGE TRAINING

The Center for English Language Research and Teaching was established at the American University of Beirut in 1965, originally with a grant from the United States Agency for International Development. Since 1968, however, the Center has been supported completely by the University itself. The Center has four general purposes: (1) to train undergraduate and graduate students in the field of teaching English as a foreign language; (2) to provide intensive English language instruction (in the University Orientation Program) for students who are otherwise qualified for admission to the University; (3) to offer consultation services and workshops or seminars, either on campus or in countries which request them; and (4) to undertake research in English and Arabic linguistics, to disseminate information, and to develop materials for English language teaching in the area.

In cooperation with the English and Education Departments of the Faculty of Arts and Sciences, the Center sponsors degree programs: a TEFL (Teaching of English as a Foreign Language) Teaching Diploma, a BA in English Language, and an MA in TEFL. This year's enrollment includes about 24 undergraduate majors and 40 graduate students, representing 11 different countries.

English at the Center is truly an international language. Although most of the students come from the Arab countries of the Middle East and North Africa, many others come from Iran, Pakistan, Afghanistan, Nepal, Ethiopia, Cyprus, Kenya, the United States and United Kingdom. Furthermore, one of the unique features of the Center is the degree of cooperation between the latter two countries. The British Council has been especially generous in seconding the part-time services of the English Language Officer in Beirut. Recently the JFK Cultural Center and the British Council jointly sponsored an EFL (English as a Foreign Language) book exhibit. Staff members attend TESOL (Teachers of English to Speakers of Other Languages) conferences in the United States as well as BAAL

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BEIRUT (from page 1)

(British Association of Applied Linguistics) in England. At one time or another, the director of the Center has been American, British, and Lebanese.

Facilities of the Center include a 40-position language laboratory mainly for English, but also for French, German, Arabic, Turkish, and Persian. An Observation-Demonstration room with one-way glass is used for the teacher training program, as well as a closed circuit television system. The Center is currently developing a videotape library of demonstration lessons in EFL and "focused observation analysis modules." The Library and Materials Center catalogs and shelves all the English teaching series that are used in the area, as well as texts and journals in linguistics and language learning, a variety of audio-visual aids, and government documents, syllabi, and examinations.

During the seven years of its existence, some of the projects which the Center has undertaken, in addition to its regular academic programs, are the following: (1) a three-week training course for English teachers in the elementary schools of Basra, Iraq; (2) a six-week course in advanced English for Afghan administrators and supervisors; (3) consultation services to the Institute of Public Administration in Riyadh, and the Raytheon training program in Jeddah, Saudi Arabia; (4) special English courses for bankers, secretaries, and nurses' aides in Beirut; (5) a two-year study and evaluation of the English language training program for the Lebanese military; (6) an intensive English course for employees of the Kuwait Oil Company; (7) a one-year survey of the English teachers and teaching program in Jordan; (8) a preliminary survey report and the development of a three-year curriculum for English teaching and English teacher training at the proposed University of North Africa in Morocco. The Center has also recently completed revisions of the English syllabus for the elementary and secondary cycles in Lebanese schools, as well as the syllabus for the English section of the Teacher Training College. The Director of the Center is now in Kabul for the second time, supervising a study of English teaching in Afghanistan.

In May 1971, with a grant from the Ford Foundation, the Center sponsored a conference entitled Adult English for National Development, which brought together the "consumers" and "producers" of English in the Middle East. Simultaneously with this conference, two professional organizations were launched: the Association of Teachers of English in the Middle East and North Africa (ATEMENA), with its present headquarters in Cairo, and the Association of University Teachers of English in the Arab World (AUTEAW), based in Beirut. The latter association held a conference for English teachers at the four universities in Beirut, and is planning a full conference for 1974.

Since 1967, the Center has published an eight-page quarterly bulletin, *TEFL*. This is now distributed, free of charge, to more than 3500 teachers in various countries.

Dr. Neil J. Q. Bratton is the present director of the Center. As a Briton from Brighton, his professional background represents the best of both worlds: an MA from Oxford University and a Ph.D. from Georgetown University in Washington. He directs a staff which, including the University Orientation Program, is composed of eight from the United States four from England and two from Lebanon.

With the single purpose of contributing to the improvement of English teaching in the Middle East, and with the diversity of national and language background of its students, the Center for English Language Research and Teaching is a good example of an English-Speaking Union in action.



American University of Beirut – One View

ENGLISH IN PORTUGAL

Our correspondent in Lisbon reports as follows concerning the status of the English language and of English language teaching in Portugal.

"English is taught both in the secondary schools and the universities. Students in all secondary schools must study three years of English. Five years of French are compulsory. For those who plan to continue their studies in the field of letters, there are two more years of English and French, and two years of German. English is required in the Faculty of Letters, but is also taught in some of the other courses at the Universities but on an optional basis.

"There are no native speaking teachers of English in the secondary school system and very few in the university system.

"English is the second most widely studied language at the secondary school level (French comes first) and is on the increase at the university level.

"There are several English language primary and secondary schools in Portugal. These schools are mostly British-oriented (only one school in the Lisbon area follows the American 12-grade system), very expensive, and attended primarily by the chil-

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REPORT FROM TAIWAN

We have recently received some notes regarding the position of English in the Republic of China (Taiwan).

"Generally speaking," writes our informant in Taipei, "English is considered the second most important language in academic circles. Chinese students in the junior middle schools, senior high schools, and all freshmen in colleges and universities, usually everyone from 13 to 20, are required to study English from three to six hours a week. English is the only required foreign language in these institutions. In addition, those high school graduates who want to attend a college or university must take an English examination.

"In Taiwan, there are many students, both during the day and at night, who major in English at 22 departments of English and/or Western Languages on the undergraduate level. If graduates of colleges and universities wish to pursue advanced study of English, they can compete for study in five graduate institutions offering an MA degree. Recently, one PhD program in western languages was established at National Taiwan University.

"There are about 100 higher educational institutions, including 23 universities and colleges and 70 junior colleges, in Taiwan. All of the instruction is conducted in Chinese. However, many textbooks are written in English; therefore, most of the Chinese university and college students must be able to read and write English to some extent.

"It is estimated that there are 10,000 college and university graduates every year in Taiwan. Among these graduates, about 20% go abroad to study and the vast majority go to the United States.

"Some of the important international conferences here are conducted in English and their reports are written in English. There are two English newspapers in Taipei. One is the *China Post*, which is a morning newspaper with a circulation of 20,000. The other is the *China News*, an afternoon paper with a circulation of about 15,000. The papers are read by Americans, Chinese intellectuals, and students.

"In Taiwan, most radio and TV stations have been conducting some sort of English teaching program. The programs have contributed greatly to the study of English.

"USIS Taiwan has been assisting with English teaching by providing materials to institutions and individuals. USIS also supports the local English Teachers' Association's activities such as conducting seminars, discussion groups, and lectures etc. for teachers of English.

"We believe that the use of English here is increasing. Many government, business, and educational leaders can handle English very well. We believe this trend will continue. However, there is a need for greater access to new materials, some of which are not available because the Republic of China is not a signatory to the International Copyright Convention. And the need is great for additional help in improving teaching methods."

PROGRESS REPORT FROM ISRAEL

The May 1970 issue of *EAW* (Number 2 in our series) contained an article on "English in Israel—The Old and the New," material for which was supplied by Miss Ruth Aronson, Coordinator of English Language and Linguistics at Tel Aviv University.

Miss Aronson (who now writes under the name of Mrs. Berman) has updated the story, as follows:

"Since my earlier report, certain developments have taken place. A special committee has been established by the Israel Ministry of Education & Culture to draw up a curriculum for English studies in the Israel school system, from Grades 5 through 12. This committee, chaired alternately by Professor D. A. Fineman and Professor R. B. Lees of Tel Aviv University's Departments of English & American Literature and of English Linguistics respectively, has completed its work, and very detailed, linguistics-based curricula are now available for the Elementary, Intermediate, and Advanced Levels of English instruction. A noteworthy development in this connection has been the construction of separate curricula for the study of language and of literature in the upper grades of high school. Henceforth, students in the 11th and 12th grades will be able to choose whether they wish to study language alone, or both language and literature, for their final examinations.

"The Tel Aviv University project 'English for Speakers of Hebrew' has made considerable progress in the past two years. The Intermediate Level texts—consisting of six language books, three intensive readers, and an extensive reader—have now been completed and are at present being revised to dovetail with the Elementary Level texts. The latter series, which consists of an initial audio-visual course, a pre-reader, workbooks, and language and reader texts, is now nearing completion. Plans are ahead to start work on an Advanced Level set of materials, to consist of literary texts (both fiction and non-fiction) and language workbooks. This linguistics-based series has found its way into many schools throughout the country, and is having a favorable effect on both teaching methods and the general attitude to the subject.

"With respect to teacher training, an attempt is being made to involve the universities more actively in the planning, staffing, and execution of the programs for prospective teachers of English (at the grade-school and junior-high school level) conducted by the various teacher training colleges in the country. It is hoped that this cooperation will lead to a more academic, professionally-based program of studies in these colleges. Moreover, a new M.A. program in Applied Linguistics, with special emphasis on TESL (Teaching of English as a Second Language), is now starting at Tel Aviv University, with the aim of establishing a cadre of specialists in all activities connected with the learning and teaching of English in Israel. This program is to be followed in 1973/74 by the establishment of a B.A. major in TESL at Tel Aviv University, with studies being divided into four main fields."

ZAIRE (from page 1)

changed dramatically. The Congo became an independent state in a continent where English is at least equally important as French, and in Uganda, Tanzania and Zambia she has English-speaking neighbours.

As diplomatic missions arrived in Kinshasa and as the United Nations expanded its activities in the Congo there developed an ever-increasing English-speaking community in the capital. When Congolese delegates attended international conferences, Organization of African Unity meetings or sessions of the U.N. General Assembly, it was brought home to them very forcibly how many countries either speak English or use it as their second language for international purposes.

Another factor has been the major role which the United States has played in Congolese affairs ever since independence. There are ambitious A.I.D. programmes for Zaire, especially in communications and transport, there is a military mission helping to train and equip the Zaire forces, and Zaire hopes for big American investment to boost its economy which is very much wedded to the free enterprise system. With IBM, General Motors, Ford, the First National City Bank and British, Japanese and German companies established already in Zaire, and all using English for their international business, it can easily be seen that the need for Zairians to learn English is bound to increase as fast as the development of the country. The need for English is being met on two levels—the immediate need to provide English instruction to those already in positions of responsibility and the longer term need to build up a team of Zairian teachers who can provide teachers in the national school system.

In Kinshasa there is an American Language Institute which provides tuition to government and military personnel. There is also an English Language Centre run by the British. This also provides instruction to personnel of the Zaire government but in addition teaches personnel sent by private companies and also private individuals who wish to learn. This institution is full to overflowing and reports a tremendous enthusiasm for English among its students and very promising progress made by them.

English is now the second language in the secondary school syllabus and in theory all students are learning it, but in fact of course there are just not enough teachers to go round.

To remedy this the Teacher Training Colleges, under a UNESCO project, have English teacher-trainers forming the future teachers of English. Some of these go on to courses in Britain or the United States. At present the United States has a much more ambitious programme of educational aid than the British, but it is hoped that once a technical aid agreement has been signed between Britain and Zaire British aid will increase sharply, especially in the teacher-training and English Language field.

All the signs are that the increased use of English in Zaire is going to be an inevitable and very rapid

development. Zaire recently left OCAM (Organisation Commune Africaine et Malgache, the common organization of African and Malagasy states set up under French auspices) and one of the reasons given was that Zaire, while using French, did not consider itself a part of Francophone Africa, and on a recent visit to Paris President Mobutu somewhat alarmed his French hosts by saying that Zaire could not see the necessity for trying to preserve a special identity of French-speaking parts of the continent.

During the recent troubles in Madagascar the rioting students carried placards reading "Française—langue d'esclaves" (French—language of slaves) showing how they felt French enclosed them forcibly within a certain sphere of cultural, economic and political influence.

English is a much more acceptable language in that it is not so noticeably the property of any one world power or group of interests. English seems to open up many new possibilities and contacts.

Yet it would be a mistake to view these developments as part of a language "war" between English and French. Although, as far as Zaire is concerned, English is going to acquire an ever-increasing importance, nevertheless French will remain the official language for the foreseeable future.

A parallel can be drawn with developments within the European Common Market. Whether or not the French succeed in getting French recognized as the official first language of the community is really comparatively irrelevant. The fact is that with the English and Irish, and with the Germans, Dutch and Scandinavians who already use English as a commercial language in the community, the language which will in practice be used is English although French will be of major importance too. This again is surely a natural and desirable development. We are now moving into a situation where it will be normal for all educated citizens to know at least two languages. After all, since we consider it natural that we should become more and more technologically sophisticated as the needs of our society require, why should we not become more and more linguistically sophisticated if necessary? With modern techniques of language learning there is really no excuse for failure to adapt to changing language requirements.

Zaire is the second biggest country in Africa and lies in the centre of the continent. It has enormous mineral and agricultural potential and feels it is both geographically and culturally the real heart of Africa. President Mobutu believes that Zaire has a mission to become the leading state in Africa. If Zaire is to realize this ambition it will need to become as bilingual as the continent it hopes to lead. All the evidence is that the Zairians realize the challenge and hope to meet it willingly and enthusiastically.

Readers may be interested to know that Peter Hyde, in addition to directing the Centre described above, has formed an African band which, with its African and Western music, is one of the most successful in Kinshasa. The Director himself sometimes sings with his band in Lingala, the local African language.

TRENDS IN TANZANIA

A report recently received from Dar-es-Salaam, indicating inroads made into English by Kiswahili, would seem at first to make for discouraging reading. However, in the opinion of the editors of *English Around The World*, this is not necessarily the case. We have no objection to the promotion of a comparatively localized native language as long as an internationally accepted tongue—and we opt of course for English—is retained as well as a window upon the world. This would seem to be the situation in Tanzania.

But let the report speak for itself.

"Tanzania has two official languages Kiswahili and English. English is taught as a compulsory subject in secondary schools but not in primary schools. Instruction in most secondary schools is between 5 and 10 hours per day. To graduate with an ordinary degree from Form IV one must have a minimum capability of English. However Form VI graduates must be competent at the same level as former Cambridge Certificate holders.

"There are no Government schools in which English is the primary medium of instruction. There is an International School in Dar-es-Salaam in which instruction is primarily given in English, however this school goes up to Grade IX only.

"The Government publishes two newspapers, one in English and one in Kiswahili. The English newspaper is Government owned and carries great prestige throughout the country. The Kiswahili paper is an organ of the ruling and only political party TANU and is read primarily by non-English speaking Tanzanians. The English newspaper *The Daily News* is published six days a week and its Sunday publication, *The Sunday News*, once a week. Circulation is 80,000. Most issues are 10 pages except when special supplements are added.

"Radio Tanzania (there is no TV in Tanzania) conducts all of its national programs in Kiswahili. However its external service, broadcast throughout East Africa, is in English. Films in Tanzania are either Anglo-American, English dubbed Italian, or Indian with no dubbing or sub-titles. English is generally the language used for films here. International conferences are generally supplied with multi-lingual translations. However translation for Tanzanians is done in English.

"Most students who pursue their studies abroad do so in America or the U.K. However a goodly proportion of students do study in Eastern European and other African countries. English still is of prime importance in University education as the medium of instruction at the University of Dar-es-Salaam is in English.

"The British Council does have some input in the English teaching field but not appreciably so. Generally speaking Tanzania is much more concerned with the teaching of Kiswahili to non-literates than the spread of English teaching to literates.

"The tendency in Tanzania is generally away from English as a national medium of communica-

AUSTRALIA AIDS ITS MIGRANTS

"With Australia receiving a constant flow of professionally and technically qualified migrants who are unable to take up the work for which they have been trained because of their lack of English, three branches of the English-Speaking Union in that country have established special conversation practice sessions, and apart from assisting with their English, many form lasting friendships. In other words, they provide a solid cornerstone in the uncertainties of a new country and a new language."

The above is taken from a souvenir program prepared for the World Branches Conference of the English-Speaking Union, Chicago, November 12-15, 1972.

We quote in this connection from the July 1972 issue of the Journal of the Victorian Branch of the E-SU (Melbourne):

"For several years now the Victorian Branch has been organizing a series of English conversation practice sessions for migrants. Amongst those being helped at present are a Hungarian sculptor, a Mauritian meteorologist, a Polish medical student and a Czech engineer. Originally started with member volunteers, a brief appeal in a local newspaper printed about a year ago brought forward close to 70 offers from the general public to assist with these sessions."

It is our understanding that this Australian project was stimulated in part by the English-in-Action program in the United States, described in Dave Davison's "Letter to the Editor" *English Around The World* (No. 3, November 1970). A number of E-SU-USA branches are now active in this field, the New York Branch having participated for some eight years.

tions with signs in Ministries which used to be bilingual being replaced by Kiswahili. Quite often people answer the phone in Kiswahili and it is seldom that one hears the good old 'hello' on the other end of the line.

"I would hesitate to suggest what steps should be taken to make a knowledge of English further generalized as the Government of Tanzania seems disinclined to make this effort. Neither is it pleased that others should make the effort on its behalf. The forceful pride Tanzanians feel as the only sub-Saharan African nation that has officially recognized its own indigenous language is not to be underestimated and at this time it seems inappropriate to push for further English study. The educated Tanzanians are well aware of the limitation which the use of Kiswahili places on Tanzania internationally and consequently continue to buy English language books, listen to English foreign broadcasts and hold all discussions with expatriates in English. It is unlikely that they would abandon the teaching of English in the foreseeable future. However, English is still regarded with the taint of colonialism and it will be many years before that stain is removed."

THE BURUNDI STORY — A CASE HISTORY

The African nation of Burundi has appeared prominently in the headlines in the last few months for political reasons. For a look at the linguistic situation—insofar as it affects the position of English—we are indebted to a correspondent whom we shall identify only as Mr. X, a teacher-trainer who was brought in to Burundi by UNESCO (United Nations Educational, Scientific, and Cultural Organization), to prepare teachers of English for the "tronc commun" of secondary education, that is to say the first three years of post-primary instruction. Since this involves what happens in the secondary schools Mr. X served from early 1968 to a recent date, at the request of the Minister of Education, as president of a commission charged with reform of the English-teaching program in these schools.

We consider Mr. X's report, written expressly for *English Around The World* some months ago, and mailed to us from Bujumbura, the nation's capital, as an excellent case history of English teaching in an emerging African nation.

Mr. X opens his remarks with a general statement on the area in which he was working.

"A former kingdom under the tutelage of Belgium, the present Republic of Burundi is a beautiful tiny country in Central East Africa, bounded in the west by Lake Tanganyika and the eastern Congo, in the east and south by Tanzania and bordered in the north by the Republic of Rwanda. There are two official languages, French and Kirundi, the latter, a Bantu tongue, being the first language of the country's three and a half million people. Since independence, and especially since the November Revolution of 1966, when Burundi became a republic under Col. Michel Micombero, there has been increasing contact on the political, economic and social fronts between Burundi and the neighbouring anglophone East African states of Tanzania, Uganda and Kenya. This explains the importance of English-teaching in the secondary schools of Burundi."

Mr. X continues as follows (we have made a few deletions for reasons of space):

"No English is taught in the primary schools in Burundi. In the first three years of post-primary education, every Marundi receives an obligatory three hours per week of English. In the second cycle of secondary education (i.e., the last three years at a secondary establishment), each student again receives three hours per week, but some sections, e.g. 'lettres modernes' and 'lettres économiques' receive supplementary instruction of one or two hours per week. These extra hours are spent on commercial English in the case of 'lettres économiques' and on simplified literature in the case of the section 'lettres modernes.' The commission would certainly like to see the common course of three hours per week, that stretches right through the six years of secondary school, increased to four or five hours per week.

"Any talk of equipment here in Burundi is largely about textbooks. No school possesses a language-

laboratory. Some, but not all, possess a tape-recorder. There is no department of English anywhere with a set of pre-recorded materials. The model everywhere is the teacher in charge. For many of the students I teach, mine was the first live native English voice they had ever heard. Some small attempt has been made by the reform commission to provide recordings of the conversation passages contained in the textbook in use, but the schools have to supply their own blank tape and not every school can afford it. It has always been the intention to record all the oral revision and drill exercises which at the moment exist only in printed form, but again the capital needed to buy the necessary blank tapes is not available.

"On my arrival here in September 1967, I was shocked to find so many different textbooks in use in such a small country. Some of those in use were good, reliable textbooks; others were positively harmful. None of them were adapted for use with Africans. The contexts presented in them were so alien that it is difficult to imagine what some of the poor students made of them. 'A Visit To The Opera,' 'A Game of Cricket' or 'The Métro' might be useful material in a class studying Anglo-Saxon civilization but they were inhibiting in a spoken language course. Nothing was relevant to the Marundi's life-style.

"To remedy this situation, I negotiated a gift of money from the American Embassy here in Bujumbura under their Self-Help scheme and purchased 'An English Course for French-Speakers' by H. A. Cartledge, a British Council teacher who had spent some years in the Congo. The book follows the modern approach to language learning and presents its material from an African point of view. Lessons about Europe still figure in the course, but the situations are seen through African eyes. This book was then made the sole official textbook. There were many other, perhaps more important, reasons for the standardization of the textbook. It became immediately possible to plan courses at the teacher-training college that were directly useful to the future teachers of English. It is a great boon to know exactly what is taught in the schools. The new textbook now figures in the list of texts to be studied at the E.N.S. (Ecole Normale Supérieure du Burundi). Workshops and seminars for the teachers in the schools became more concrete. The work done at these seminars was based on lesson problems encountered with the new textbook and so everybody profited. Generalities, usually the bane of such well-intentioned in-service training, could be dispensed with. For the first time it became possible to prepare and publish supplementary material that dove-tailed into the main course. The bulk of this work has now been completed. A complete methodology has been developed for the teaching of the textbook and for the supplementary materials.

"The aim of the new program is, in line with current practice, spoken English. In a francophone country where few of the teachers have any real control over English, and where even fewer have had

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any proper training in the teaching of English as a foreign language, this is a difficult aim to achieve. Good results have been obtained here and there, however, because of the tremendous fund of good will there is to draw upon, and because of the rationalization of the teaching situation which has enabled the reform commission to lay down a fairly detailed methodology. In this way, the number of spots in the course where things can go wrong has been reduced. In some schools where the teachers have been prepared to apply the method closely, the results have been most gratifying.

"At the moment, the teaching staff is mostly Belgian, recruited by Belgian technical assistance or supplied by religious organizations, but slowly the E.N.S. is feeding its own African graduates into the system and their success has been encouraging. Five ex-ENS students are now teaching. Thanks to scholarships generously offered by the American government, another five are at present following TEFL (Teaching of English as a Foreign Language) courses at the University of California, Los Angeles. One of these is in his second year there, financed by UNESCO, and should complete his M.A. in TEFL next year. It is hoped that he will be able eventually to take my place at the teacher training college. One of the three who went off this year is doing very well and he too will have a UNESCO bursary for a further year to complete his studies. Gradually, therefore, a nucleus of young, highly-trained African teachers is being built up, which augurs well for the future of English teaching here.

"Another encouraging sign is that enrollment in English courses is on the increase. When I arrived here in 1967 there were nine students in the English department. Today there are twenty-five.

"The biggest problem is lack of both qualified personnel and time to carry out more in-service training. The response of the teachers to offers of help in the form of workshops and seminars has always been good. In 1969, we ran a six-day seminar during the Easter holidays on general language teaching methods and, in particular, audio-visual techniques, and averaged more than two hundred teachers per daily session.

"Another problem is the lack of proper English libraries in the schools. There are no funds available to buy supplementary reading materials. The result is, with few exceptions, that the only English a Marundi sees or uses is that of his textbook or drill supplements. The American Embassy has tried to help out with the gift of some Ladder Series books, but these books were intended in the main for more mature readers and are seldom lifted off the shelves, according to the teachers. What is really needed is a complete library for each school of about 400/500 books—fiction, non-fiction, plays—from a simplified and graduated series, such as that produced by Longmans Green & Co., London. Some more fortunate religious schools have been able to buy these books and the students cannot get enough of them.

PORTUGAL (from page 2)

dren of British and American residents.

"No newspapers published within Portugal are in the English language. British newspapers and the International Herald appear daily but have a very small readership.

"American and British films, using Portuguese subtitles, appear constantly in Portuguese movie houses and on television. These film showings have a mass audience as movies and television are the two favorite forms of recreation in Portugal and, therefore, serve as an excellent vehicle for the spread of the language.

"Portuguese students and intellectuals remain French-oriented. The majority of Portuguese students who study abroad go to France. England hosts a smaller number while Germany, which makes a strong effort to attract Portuguese students, hosts a large number in special summer programs. Relatively few Portuguese study in the United States.

"The British Council has an extensive teaching program located in Lisbon, Coimbra, and Oporto. The program employs a total of 40 teachers (full time), of which 13 are native speakers. The British Institute is open to those who pay a modest fee and is very popular.

"The U.S. Information Service (USIS) has a small but growing English teaching effort in Lisbon and Oporto. The effort consists of the following:

"The trend in general is towards a more generalized knowledge of English. The Portuguese educational system is on the verge of reform and one of the elements of the reform is an increased study of English.

"Also, during the last few years, there has been a great increase in American travel to and investment in Portugal. Portuguese employee associations, corporations and American firms with branches in Portugal are among the groups sponsoring English language training. Also, private language schools have a large number of students who wish to learn English.

"On the whole it may be said that knowledge of the English language may be expected to increase in Portugal."

This confirms my own experience with these books through a five-year period spent teaching English in the Middle East.

"Despite all the above problems, however, English teaching in Burundi is on the right track. At least every school has basic materials. The very problems outlined above confirm that there has been a change for the better in the attitude of the teachers to their subject. Such problems have only recently qualified for the name. And once problems are identified, their solution usually follows. The old approach to language teaching, namely, the writing of interminable grammar rules and the less talk the better, has gone forever. There is now a firm commitment to the spoken language which is more than just lip-service, if I am to judge by the number of calls for help."

LETTERS TO THE EDITOR

To the Editor:

We were very interested to read your article on "English at Venezuelan Universities" in the May, 1972 issue of *English Around The World*. However, we would like to correct the information regarding the Nucleo Nueva Esparta of the Universidad de Oriente, located on the Island of Margarita.

We have three professors of English here, with a student enrollment of not "less than 125 students" but of about 400 day-time students. We also have evening extension courses for the citizens of Margarita. Beginning in January, we will become a department with at least two more full-time positions, and plans for intensive courses of two and six month duration.

Susan Gardner
Beverly Klassen
Margaret Etchevers
Universidad de Oriente
Nucleo Nueva Esparta
Porlamar, Venezuela

We are grateful for this additional information.

To the Editor:

The first five issues of *English Around The World* which I requested have been received. What a wealth of information is in them! I am calling them to the attention of our departments of foreign language, communications, political science, education, theater, and international education.

Thank you for sending them, and best wishes.

Charles A. Huttar
Chairman
Department of English
Hope College
Holland, Michigan

We are overwhelmed.

To the Editor:

Thank you for sending me the *English Around The World* publication #6. I enjoyed it tremendously and would like to have the first five issues.

I was interested in the letter to the editor from Mr. Frank A. Friuli, Board of Education, New York City, and thought you might like to know that there is a Conn. TESOL (enclosed please find a copy of the Newsletter) and that we are affiliates of the National Organization, TESOL. There were about fifteen State affiliates as of March, 1972, when we had our Annual Convention in Washington, D.C.

Due to the fact that we are all working toward the same objective it would seem logical that we communicate with each other.

Lois B. Maglietto
Supervisor of English As
A Second Language
Hartford Board of Education

We would like to remind our readers that TESOL stands for Teachers of English to Speakers of Other Languages.

To the Editor:

I find your newsletter invaluable for the picture it gives of what is "going on around the world."

On a different subject: in my travels around the Middle East, I have been struck by the plight of families, who are neither American nor British but who want their children to go to English-speaking schools. In some countries there is no American or British Community School; the only alternatives being a French or Arab school, or sending the children abroad. Even where there is a British or American school, they often tend to be rather parochial in their outlook, giving the impression that their main function is to provide a protective ghetto in foreign lands where they can continue working within the British and American educational systems. One has only to look at the figures for foreign students studying at other universities to realize that an Anglo-American school certificate is not a *sine qua non* for entry to universities.

Isn't it time that the English-Speaking Union should press for the setting-up, or the converting, of schools, which follow a program acceptable anywhere in the English speaking world? There is, after all, an International Baccalaureate which is gaining recognition around the world, which could provide a common goal for all such schools. The schools themselves could then accept students and recruit teachers from a much broader spectrum of countries than is the case at present.

It's an idea that you might like to kick around in your correspondence columns.

Neil J. Q. Bratton
Director, Center for
English Language
Research and Teaching
American University
of Beirut
Republic of Lebanon

Readers will find a paragraph on Dr. Bratton in our Beirut article in this issue.

To the Editor:

We are very grateful to you and to your office for sending us 30 extra copies of *English Around The World* Number 6. Some of these copies will be sent to Hungary and to the University of Debrecen.

May I again express to you our most sincere appreciation for your continued interest in drawing attention through your publication to the use of the English language in Hungary. The most recent article which appeared in *English Around The World* is especially appreciated since it also highlights and focuses attention upon the American Hungarian Studies Foundation. Our thanks to you and to your staff.

August J. Molnar
President, American Hungarian
Studies Foundation
New Brunswick, New Jersey